SELF-CONCEPT, TEST ANXIETY AND ACADEMIC ACHIEVEMENTOF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER, LOCALE AND TYPE OF SCHOOL

SYNOPSIS OF THESIS

Submitted by

Sunita Devi

Registration No :AU21EDPhD0064

Under supervision of

Dr. Narbada Devi

&

Co-Supervison of

Dr. Neelam

In partial Fulfilment of the requirements For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

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DECELARATION

I hereby declare that the dissertation synopsis entitled **"SELF-CONCEPT, TEST ANXIETY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER , LOCALE AND TYPE OF SCHOOL"** to be submitted for the partial fulfillment of the Degree of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles . It has not been submitted to any other University or Institution for the award of any degree or Diploma.

Place : CHAIL CHOWK

Date : 16-05-2023

Sunita Devi 16/5/2023

Sunita Devi

Forwarded by:
Place : CHAIL CHOWK
Date : 16/05/2023

Dr. Narbada Devi
(Supervisor)

15/05/2023

Dr. Neelam
(Co-Supervisor)

INTRODUCTION

Education not only provides us job and livelihood, but also develops our personality. It shapes our character. It makes us mannered and cultured. It helps us to stand on our own feet. It develops a feeling of self-reliance and self-confidence. It inculcates the quality of leadership. It makes us gregarious and co-operative. It promotes team spirit. It generates patience and leads us to perfection. It controls our mind and heart leading to overall self-control. It takes us from darkness to light, from untruth to truth and from wrong to right. It is the cornerstone of democracy and the soul of an egalitarian society.The word Education has been derived from Latin word 'Educere which means to nourish'. Hence, Education strengthens the human resources and for overall growth of our society, we do not have any magic before us except the occasional magic of human mind, human capital, human resource and human personality. Education not only develops human but humanity also. It plays a vital role in sensitizing the youth human resources about the real socio-economic development. Education is a lifelong and dynamic process. As the ages have been changed, meaning and the aim of education have also been changed. In the present scenario education is meant for all round development of personality i.e. physical emotional, social, intellectual, spiritual, moral etc.Self-concept is one of the important aspects of personality to which much attention is needed.

Concept of Self-Concept

Self-concept of a person can be defined as the picture an individual has of himself/herself. It comprises the perceptions and attitudes the person holds. It also includes tangible properties of the person and covers beliefs, convictions, values and choices. The behaviour in any setting, including a learning creation, is influenced by such perceptions, evaluations and attitudes. Self-concept of a person is considered as an important parameter in the context of learning. If facilitates understanding a person and motivation his or her performance in learning. Self-concept like motivation is a major psychological factor operating within the individual which determines his behavior. It has been found that self-concept and scholastic competence of the children are closely related factors. Hence, it is essential to assess the self-concept of the school activities, scholastic performance, degree of adaptive behavior, athletic competence and the like were found to be influence by one's self perception. The origin is the centre of all experiences which are taking place within the individual at a

particular time. It represents the totality of his experiences both conscious and unconscious. The self as a part of the phenomenal field can perhaps best be thought of as the concept of I, Me or My self. When we recognize as the personality of an individual is the product of interaction between inherited the tendency to develop their self in the process of interpersonal and social experience which they acquire in the environment. The development of self-concept depends upon the child's heredity endowment and environment influence. A new born baby does not have a concept. There is a great deal of research which shows that the self-concept possible selves that create the motivation for behaviour. A student with a positive or high self-concept has high self-esteem. High self-concept develops self-confidence and poor self-concept hinders initial school adjustment and academic progress also. One's self-concept is defined by their self-concept self -knowledge, self-esteem and social self. One's self-concept is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, racial identity, and many others.

Definition of Self-Concept

Rogers (1951) defined self-concept as "An organized configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as associates with experiences and objects and the goals and ideas which an perceived as having positive or negative valence."

Self-concept has been referred by **Lowe (1961**) as one's attitudes towards self and by **Paderson (1965)** as an organized configuration, of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself.

Allport (1961) has described "The self-concept is something of which we are immediately aware we think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness and personality.

Cooley (1964) views that man's ideas about himself are reflections of how others see him. The self has also described as the nucleus of personality.

According to **Pandit (1969)**Self-concept is the nucleus around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability within the individual."

Saraswat andGau (1981) described self-concept as "The self-concept is the individual way of looking at himself. It also signifies his way of thinking, feeling and behaving."

In the light of above definitions, individual's self-concept is his picture of himself. It is his view of himself as distinct from how he is viewed by other persons on the basis of his behaviour. Self-concept is the mental and conceptual understanding and persistent regard that a person holds for his own existence. Every person male or female young or adult has certain perceptions and attitudes regarding his or her own self. The behaviour in any setting, including a learning situation, is influenced by such perceptions, evaluations and attitudes.

Factors Influencing Development of Self-Concept

The development of self-concept purely depends upon the familiar relationship among the members. The better quality of life, happy family, proper attention of parents towards children, parental adjustments, parental education etc., and mold children self-concept in a proper direction. Some factors influencing development of self-concept are:

1. **Physical Health:** Health and vitality are essential for competency and good performance in any field. Good physical health also leads to good mental health. "A sound mind in a sound body" is a well-known saying the physical and mental health increases the competency of the person, which has a positive effect on the personality of the individual leading to the formation of positive self-concept.
2. **Intelligence:** Intelligence plays a vital role in the progress and success of individual. A more intelligent adolescent will show better progress he will get appreciation from parents, teachers and others. Thus he will encouraged to do better. His progress will be spectacular. This will go a long way in developing in him a positive self-image.
3. **Healthy Attitudes:** Self-concept is significantly related to one's attitudes. Some adolescents are optimistic or pessimistic by nature. An optimistic will

feel more secure and confident and will therefore crone to have a positive self-concept. A pessimist will have the feeling of inferiority and self-pity and therefore will have a negative self image. Hence, emphasis should be placed on the formation of healthy and positive attitude.

4. **Love and Affection:** Love and affection are basic psychological needs of an individual which must be fulfilled for the and formation of positive self-concept and for the proper development of his personality. If an adolescent is given love and affection, he feels secure and wanted. This helps in the formation of positive self-concept which is very desirable for the future happiness and progress of the adolescent.
5. **Sense of Security:** Sense of being secure has a positive effect in the development of self-concept of adolescents. Lack of sense of security leads to frustration which has a negative effect on the personality of the adolescent hence, adolescent must be properly looked after to develop in him a feeling of security. This will help in the formation of positive self-concept in him.
6. **Appreciation and Encouragement:** Appreciation and encouragement will help adolescent in raising himself in self-esteem and therefore, he will have a positive self-image. Punishment and rebuke discourage the adolescent; he will lower himself in self-esteem, which results in negative self-concept.
7. **Socio Economic Status of The Family**: Adolescents belonging to higher socio economic status of society are liable to have a more positive self-image, because most of their needs are satisfied, and they have higher aspiration. They feels themselves superior to others therefore, their self-concept is higher.
8. **Anxiety:** Anxiety is a unique problem that occurs throughout the study process and can cause self-concept and academic performance to decline. Extreme anxiety has a negative impact on a individual's mental and physical health, as well as their overall personality development. It is necessary for students to experience some anxiety throughout tests in order to stay focused and to learn. Sleeplessness, headaches, upset stomach, lack of concentration, change in appetite, and depression are some of the symptoms of anxiety in students.

Concept of Test Anxiety

The second part of the 20th century has been designated as the age of 'Stress' age of Anxiety or more recently 'Age of Coping. While stress, anxiety and coping are universal human experience, intrinsic to human condition, the nature of specific environment stimuli evoking stress and anxiety emotions has changed remarkably over the years, whereas, in ancient times, it may have been wild beasts, natural catastrophes and like that seemed as major sources of apprehension and anxiety. In our modern technological and achievement oriented society, stress and anxiety evolved largely by social evaluative and ambiguous environmental situation. Too much anxiety about a test is commonly referred to as test anxiety. It is natural to feel some anxiety when preparing for and taking a test. A little anxiety can help in studying as it can motivate individual to study. Too much anxiety interferes with studying as too much anxiety blocks one's performance during the test situation.

Definitions of Test Anxiety

Zeidner (1998) defines Test anxiety as the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or poor performance on an examination or a similar evaluative situation.

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance**(Wikipedia)**

Causes of Test Anxiety

Test Anxiety can develop due to a number of reasons. A few are:

1. Prior negative experiences.
2. Lack of preparation.
3. Poor time management.
4. Poor study habits.
5. Lack of organization.
6. Lack of confidence.

7. Fear of failure.
8. Negative thought processes.
9. The pressure to perform well on examination

Academic Achievement:

In the present education setup, the examinations play a predominant role in assessing the talent of an individual. The main focus of education process is to improve the performance of the students. The learning outcomes of the student's are measured with the help of their academic achievement. Academic achievement may be defined as mean of aggregate of marks secured by students in all subjects of examination. Achievement is the core of educational growth and centre of educational life. High achievement in school creates self esteem and self confidence in the child, which leads to better adjustment in society and ultimately results in sound personality.

According to Freeman (1965) " A test of education achievement is one design to asses ones understanding of skill on a specific subject or group of subject.

The study of academic achievement to students is of great significance, as the efficiency or deficiency of a student's is chiefly determined by quality of his academic achievement. Academic achievement assured that child in making use of his abilities. Achievement in itself has become a very strong symbol and way of life. Although, it may not be essential that the whole course of life is determine by achievement yet it is certainly directed by it. The justification of measuring academic achievement is based on the fundamental assumption of psychology namely; there are differences within the individual from time to time, from one class to another and from one education level to another. Besides, there are individual differences among individual of the same group, same grade and same potentialities and they differ in their academic proficiency. Hence, arise the need for measuring academic achievement. The performance of every individual is not equal. Many factors, cognitive and non-cognitive affects the academic achievement including intelligence, creativity, study habits motivation, home environment, anxiety etc.

REVIEWS OF RELATED LITERATURE

Rehman, Javed and Abiodullah (2021) Steered a study entitled "Effect of Test Anxiety on Academic Achievement at Secondary School Level in Lahore". Objective of this study was to explore the effects of test anxiety on student's academic achievement at secondary school level in Lahore. A sample of 840 students from 30 schools was selected as sample from Lahore District. Finding of this study indicated a negative relationship between Test Anxiety and Academic Achievement. Result further showed that girls have higher Test Anxiety score as compared to boys.

Yadav (2021) conducteda study on a sample of 200 students of 11^{th} class selected from the four school of Rewari district of Haryana.The objective of the study wasto study the emotional intelligence and self-concept of government and private school students. The results revealed that the government school students as well as the private school students have trustworthy emotional intelligence. The government school students have high level of educational self-concept as compared to the students of private school. Both the groups of students have significant difference in some areas of self-concept and emotional intelligence.

Mishra and Panda (2021)did a study entitled "A Study on Examination Anxiety among Secondary School students Balangir Municipality". The objective of this study was to compare the examination anxiety in the context of gender and area. Stratified random sampling has been used for 100 students for this study. It was found that there is a significant difference in examination anxiety of male and female students. The area (Govt. and private school and English and Odia medium school) also affected the examination anxiety of secondary school students.

Nawaz, Jahangir, Khizar, John, and Ilyas (2021)Conducted a study titled **"**Impact of Anxiety on Self-esteem, Self-concept and Academic Achievement among Adolescent". The objective of this study was to study the moderating role of anxiety with the relationship betweenself-esteem, self-concept and academic achievement among adolescent.The results of this study showed that there is a positive relationship between self-esteem,self-concept and anxiety among adolescents. The results also displayed the influence of anxiety on relation between self-esteem and academic achievement. A significant impact of anxiety was found on self-concept and academic

achievement. No significant difference was found in both male and female onanxiety. However, self-esteem is high in females as compared to males.

Herrera, Mohamed and Mohamed (2020) Studied "Academic Achievement, Self-Concept, Personality and Emotional Intelligence in Primary Education: Analysis by Gender and Cultural Group'. The objective of this study is to analyze the academic achievement, as well as the self-concept, personality and emotional intelligence, according to gender and cultural origin of the participants and to identify what dimensions of self-concept, personality and emotional intelligence predict academic achievement. A sample of 407 students was taken. Significant differences were found in self-concept, personality, and emotional intelligence according to gender. Further, academic self-concept showed a greater predictive value. However, so did other dimensions of self-concept, personality and emotional intelligence.

Gill (2020) Studied academic achievement of the senior secondary school students in relation to their high and low level of anxiety. The sample for this study was 264 senior secondary school students of Faridabad city of Haryana State. This study indicates a negative and non- significant correlation between academic achievement and anxiety among senior secondary school students.

Sawant(2020) Inhispaper titled**"** A study of effect of Academic Anxiety on AcademicAchievement of Higher Secondary School Students" tried to find out the effect of Academic anxiety on academic achievementof higher secondary school students.Results showed that there is significant effect of academic anxiety on academic achievement of the students ofhigher secondary level students. Further, the effect of higher academic anxiety of boys on academic achievement washigher than the girls having higher academic anxiety. There was no significant difference on academicachievement of the boys and girls having lower academic anxiety.

Barik and Barman (2019) Conducted a study entitled Test Anxiety and Academic Performance of Secondary School Students in the District f PaschimMedinipur, West Bengal. The objective of study were: (i) to study the level of Test anxiety, (ii) to find out the difference between boys and girls students in respect to their level of test anxiety, (iii) to find out the difference between urban and rural school students in respect to their level of test anxiety and (iv) to find the difference between urban boys and urban girls school students in respect to their level of test

anxiety. The sample for the study was 332 students who studied at Secondary level from various Secondary School of PaschimMedinipur in West Bengal. The result of this study explored that test anxiety of the students is being moderate in the District of PaschimMedinipur, West Bengal at Secondary level. It was also found that test anxiety has a negative impact on student's life as when the level of test anxiety increase, the academic performance of that person get decreased.

Alam and Halder (2018) studied "Test Anxiety and Adjustment among Secondary Students". The study was conducted to explore correlation between adjustment and test anxiety among the secondary students with respect to their gender and locality of the students of secondary schools affiliated to the West Bengal Board of Secondary Education in DakshinDinajpur District, West Bengal. The study explored a significant negative correlation between test anxiety and adjustment of the secondary students.The study also revealed that there is statistically significant negative correlation between test anxiety and adjustment of the male and female students of secondary education. It was also found that there is statistically significant negative correlation between test anxiety and adjustment of the urban and rural students of secondary education with some exceptions.

Rahaman and Rana (2018) Conducted a study entitled, "Academic Anxiety of Secondary School Students in Murshidabad District, West Bengal, India" with an objective to compare the academic anxiety between male and female students of secondary school. The study revealed that no significant difference has been found between male and female secondary school students on the variable of academic anxiety.

Sharma and Pandey (2017) Studied anxiety, depression, and stress in relation to academic achievement among higher secondary school students. They aimed tofind out the relationship among anxiety, stress, depression and academic achievements. Sample was 120 students (60 boys & 60 girls) of 11th standard studying in government schools located in rural area of Mahasamund district of Chhattisgarh statethe study revealed a significant negative relationship between depression and, anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement found to be significant positive association with each other. It

is also concluded that mental health condition of the students affect academic achievements.

Yeshpal (2017) Conducted a study entitled 'Self-Concept, Temperamental Characteristics, Anxiety and Academic Achievement of the Children Studying in Government and Private Senior Secondary Schools of Gurgaon District –A Comparative Study". The objective of the study were: (i) To compare the self-concept of the children (male and female) of Govt. and Private Secondary Schools students, (ii) To compare the anxiety of the children (male and female) of Govt. and Private Senior Secondary Schools and (iii) to identify the academic achievements of the children (male and female) of Govt. and Private Senior Secondary Schools. The sample of the study was 800 students of 11th and 12th classes out of which 400 were boys and 400 were girls. Findings of this study revealed that self-concept of the girls of private schools are better than the boys of private schools. Anxiety score was high in case of the children of Government schools as compared to the children Private Senior Secondary Schools. Academic achievements of the children of Private Senior Secondary Schoolswerebetter than the students of Government schools.

Jaiswal and Choudhuri (2017) Conducted a study entitled "Academic Self Concept and Academic Achievement of Secondary School Students". The main objectives of the study were: (i) to study the academic self-concept of secondary school students. (ii) To study the relationship between academic self-concept and academic achievement of secondary school students. (iii) To compare the Academic self-concept of male and female secondary school students.The sample for the study was 615 secondary school students of both genders (male 317, female 298, aged14-17 years). The result of the study revealed that there was positive relation between academic self-concept and academic achievement and this relationship was stronger for female students (r=0.28) than that of male students (r=0.17).Moreover, gender difference in the Academic self-concept of the students was also found. Female students had significantly higher academic self-concept than male students.

Lone and Lone (2016) Conducted a study on relation between self-concept and academic achievement among secondary school students of Jammu district. The objective of thisstudy was to study the relation between the self-concept and academic achievement. A sample of 248 students was taken from the senior secondary schools

of Jammu district. The findings of this study showed a significant relationship between the self-concept and academic achievement.It was found that students having high self-concept have higher academic achievement as compared to the students having low self-concept.

Singh (2015) Studied relationship between self-concept and anxiety levels of higher secondary students.The aim of this study was to examine therelationship between self-concept and anxiety. It further studies the effects of location, gender and stream of study on self-concept of higher secondarystudents. A sample of 800 students wasselected from different schools of Varanasi division. The study discloses that high level of anxiety adversely affected a student's self-concept. Study revealed that self-concept is not affected bylocation, gender and stream of the study.

Attri and Neelam (2013)conducted a study on "Academic Anxiety and Achievement of Secondary School Students- a Study on Gender Differences" with an objective to study academic anxiety of male and female secondary school students.Study was conducted on a Sample of 200 students studying in class 10th ofMandi Districts of Himachal Pradesh. The findings of this study revealed that there exist significant differences in academic anxiety and academic achievement of male and female secondary school students. Girls found to be more academically anxious and had better academic achievement than boys.

Neelam (2013) Conducted study entitled 'Academic Achievement of Secondary School students having Differential Levels of Academic Anxiety' It was hypothesized that there exists a significant difference in academic achievement of secondary school learners having differential level i.e. high, moderate and low level of Academic Anxiety. For verification of the hypotheses, the data were collected by administering 'Academic Anxiety Scale for Children (AASC) on 200 secondary school students of Mandi District of Himachal Pradesh. The statistical technique used was one way ANOVA. The findings of this study revealed that the academic anxiety and academic achievement both are highly correlated to each other. High academic anxiety results in low academic achievement and vice-versa. It was also found that the academic achievement of girls were better than boys.

Bhat (2013) Conducted a study entitled "Academic Achievement of Secondary School Students In Relation To Self Concept and Parental

Encouragement". The objective of the study was to check the relationship between the self-concept and Academic Achievement of Secondary School male as well as female students. The sample for the study was 228 students. The finding of study revealed that there is significant relationship between the self-concept and academic achievement of male and female students.

Kumari and Chamundeswari (2013) In their study entitled "Self-Concept and Academic Achievement of Students at the Higher Secondary Level" revealed that students belonging to central board schools were better in their self-concept and academic achievement as compared to students from other boards. The study also showed a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

Ghazvini (2011) Studied relationships between academic self-concept and academic performance in high school students. The purpose of this investigation was to determine the relationship between the academic self-concept and academic performance. A sample of 363 students from 10 high schools was chosen by using multistage cluster sampling method. The research finding displayed a close associationbetween academic self-concept and academic performance. Academic self-concept strongly and positively predictsgeneral performance.

Ali, Javad, Mohammad-Karim and Hamid (2007) Studied relationship between Self-Concept, Self-esteem, Anxiety, Depression and Academic Achievement in Adolescents. Results of this study showed a rational association between self-concept and self-esteem. Itmeans self-esteem will increase in as much as self-concept increase. Further, a negative significant relation was found between self-concept and anxiety and depression.

NEED AND SIGNIFICANCE OF THE STUDY

Education plays a significant role in personality development. It fortifies an individual with the knowledge, skills and abilities they need to achieve succeed in life. It is education which teaches individuals to think critically and make conversant decisions. Moreover, education helps people to develop positive relationships with each-others. These factors significantly contribute to an individual's wholesome

personality development. Self-concept is one of the important aspects of personality. Self-Concept means how an individual thinks about oneself and these thinking are based on their habits, skills, and attitude. It is the ability to reveal on one's own characteristics. A positive self-concept is a strong predictor of good mental health and general wellbeing as well. A healthy self-concept is attributed to one's ability to attain optimistic results in spite of challenging experiences. It comprises one's views about their personality, physical appearance, capabilities, morals, ethics, and goals. It is a self-image of an individual. It has been noticed that self-concept is directly interrelated to educational outcomes.

Different components of self-concept are physical, academic, social, and transpersonal. The physical aspect of self-concept is related to one's physical traits i.e. gender, height, weight, personality etc. Academic self-concept is related with the learning abilities and achievements. The social self-concept explains how one is relating to other people and lastly the transpersonal self-concept describes the experiences in which the sense of identity or self extends beyond the individual to comprehend broader aspects of humankind, life, psyche or universe. Positive self-concept helps to achieve good academic achievement, enhanced learning, develop personal and social abilities, coping skills, improved societal interaction and overall happiness. Teachers, administrators and parents need to work together for developing healthy self-concepts among students. Individual's self-concept can get affected by age, gender, religion, academic achievements and many more related aspects. Academic achievement is strongly influenced by intelligence, creativity, study habits, motivation and anxiety. In this era of tough competition, everyone wants to get excellence in their life. Along with the desire of excellence, competition has caused stress and anxiety among students. The stress and test anxiety affects the students' performance in academics and general life as well which further leads towards the poor health. Students having poor self-concept and high level of anxiety sometimes develop some psychological problems and sometimes they even commit suicide. According to **National Crime Records Bureau's (NCRB's) Accidental Deaths & Suicides in India (ADSI) report 2021**, Over 13,000 students died by in 2021 in India at the rate of more than 35 every day with a rise of 4.5% from the 12,526 deaths in 2020 with 864 out of 10,732 suicides being due to "failure in examination". These stats are disturbing. Education must be for the all-round development of child not for

putting overburden and stress. The present study is an attempt to study the level of self-concept, test anxiety and academic achievement of secondary school students in relation to gender, locale and type of school. Also, the relationship will be studied between self-concept and test anxiety. The results and conclusions of present study will add knowledge to the existing literature with respect to India. Further, significant suggestions will be made for parents, teachers, institutions, psychologists and higher authorities regarding the minimization of stress and anxiety. Thus, the present study is purely significant and deserving of the attention it has gain.

STATEMENT OF THE PROBLEM

Self-Concept, Test Anxiety and Academic Achievement of Secondary School Students in Relation to Gender, Locale and Type of School

OBJECTIVES OF THE STUDY

Keeping in view the statement of the problem and by reviewing the related literature the researcher has framed the following objectives:

1. To study the self –concept of Secondary School Students

2. To study Test –Anxiety among Secondary School Students

3. To study Academic Achievement.

4. To study the Self-Concept of secondary school students with regard to:

- Gender
- Locale
- Type of school

5. To study the interaction effect of:

- Gender and Locale
- Gender and Type of School
- Locale and Type of School
- Gender, Locale and Type of School

with regard to Self-Concept of secondary school students.

6. To study the Test Anxiety among secondary school students with regard to:

- Gender
- Locale
- Type of school

7. To study the interaction effect of:

- Gender and Locale
- Gender and Type of School
- Locale and Type of School
- Gender, Locale and Type of School

with regard to Test-Anxiety of secondary school students.

8. To study the Academic Achievement of secondary school students with regard to:

- Gender
- Locale
- Type of school

9. To study the interaction effect of:

- Gender and Locale
- Gender and Type of School
- Locale and Type of School
- Gender, Locale and Type of School

with regard to Academic Achievement of secondary school students.

10. To study the relationship between Self-Concept and Test-Anxiety among secondary school students.
11. To study the relationship betweenSelf-Concept and Academic Achievement of secondary school students.
12. To study the relationship betweenTest Anxiety and Academic Achievement of secondary school students.

HYPOTHESES OF THE STUDY:

In order to achieve the objective of the present study following hypothesis will be formulated:

1. There will be no significant difference in the Self-Concept of secondary school students with regard to:
    - Gender
    - Locale
    - Type of school
2. There will be no significant interaction between
    - Gender and Locale
    - Gender and Type of School
    - Locale and Type of School
    - Gender, Locale and Type of School

    with regard to Self-Concept of secondary school students.
3. There will be no significant differences in the Test- Anxiety among secondary school students with regard to:
    - Gender

- Locale
- Type of school

4. There will be no significant interaction between
    - Gender and Locale
    - Gender and Type of School
    - Locale and Type of School
    - Gender, Locale and Type of School

with regard to Test-Anxiety among secondary school students

5. There will be no significant difference in the Academic-Achievement of secondary school students with regard to:
    - Gender
    - Locale
    - Type of school

6. There will be no significant interaction between
    - Gender and Locale
    - Gender and Type of School
    - Locale and Type of School
    - Gender, Locale and Type of School

    with regard to Academic-Achievementof secondary school students.

7. There will be no significant relationship between Self-Concept and Test-Anxiety among secondary school students.
8. There will be no significant relationship between Self-Concept and Academic Achievementof secondary school students.
9. There will be no significant relationship between Test Anxiety and Academic Achievementof secondary school students.

DELIMITATIONS OF THE STUDY

This study will be delimited to following aspects.

- Self-Concept, Test Anxiety and Academic Achievement of Secondary school students will be taken as dependent variables. The independent variables in this study will be Gender, Locale and Type of School.
- The study will be restricted to secondary school students studying in class 9^{th} of government and private secondary schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.
- The study will be restricted to four districts (Kangra, Mandi, Chamba and Shimla) of Himachal Pradesh.

- Survey method under descriptive research will be used.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

1. **Self-Concept**:Self-conceptrefers to a collection of beliefs of an individual about oneself.
2. **Test Anxiety:** Test anxiety is a type of performance anxiety. Here, it refers to a combination of physical symptoms and emotional reactions of students which interfere with their ability to perform well in academics, examinations or tests.
3. **Academic Achievement:**Academic Achievement here refers to the marks of sampled students in their previous examination
4. **Secondary School Students:** The students, who are studying in class 9^{th} and 10^{th} of government and private secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be operationally termed as Secondary School students.
5. **Gender:** Gender means whether the students taken in study are boy or girl.
6. **Locale:** Locale means whether the students taken in study belong to rural or urban area.
7. **Type of School:** Type of school means that either the school is run by governments or by private body.

RESEARCH METHODOLOGY

In the present study, survey method under descriptive research will be followed.

SAMPLING

For the accomplishment of present study, Multistage sampling technique will be used.Investigator will follow the mentioned stages.

First stage

In the first stage the 12 districts of Himachal Pradesh will be ordered from rank 1 to rank 12 depending upon the enrolment of students of class IX and X in schools under Department of Educationin each district(Source: U-DISE (Unified District

Information System for Education), Himachal Pradesh (Collected as on 30th September, 2019).Four districts will be selected by following Systematic sampling.

Second stage

In the second stage, a list of educational blocks existing in selected districts will be prepared and educational blocks will be selected by employing random sampling technique.

Third stage

At the third stage, a list of secondary schools in each sampled educational block will be framed and schools will be selected by applying convenient sampling.

Fourth stage

In the last stage, researcher will apply quota sampling to get the final sample.

By following above mentioned steps, a sample of 1000 secondary school students of 9th class who are studying in government and private schools affiliated to Himachal Pradesh Board of School Education, Dharmshala will be collected.

VARIABLES OF THE STUDY

Independent Variables

- Gender
- Locale
- Type of School

Dependent Variable

- Self-Concept
- Test Anxiety
- Academic Achievement

RESEARCH TOOL TO BE USED

1. Test-Anxiety Scale will be developed by investigator herself.
2. Self- Concept Rating Scale byDr. (Mrs.) PratibhaDeo (1998).

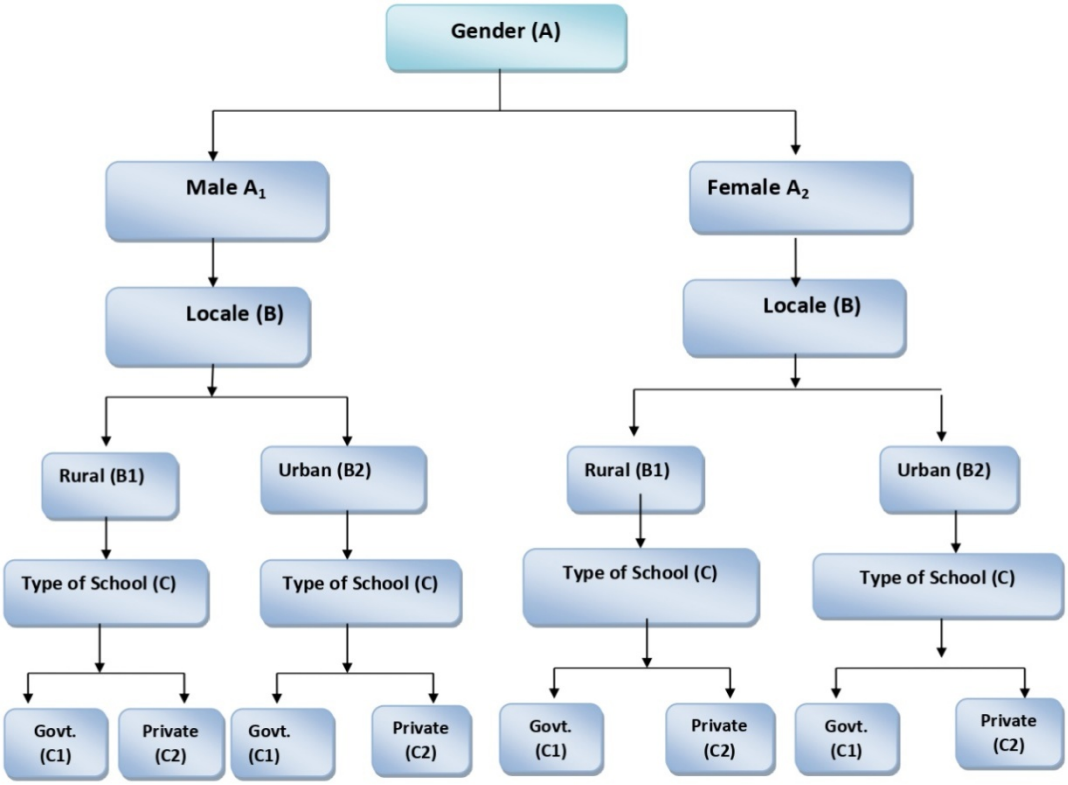
RESEARCH LAYOUT

In the present study 2x2x2 factorial design was used to analyse the main and interaction effects of independent variables (Gender, Locale and Type of School) on Self-Concept, Test Anxiety and Academic Achievement of Secondary school students.

Table- 1

Layout of the 2×2×2 Factorial Design

(Gender Locale and Type of school)



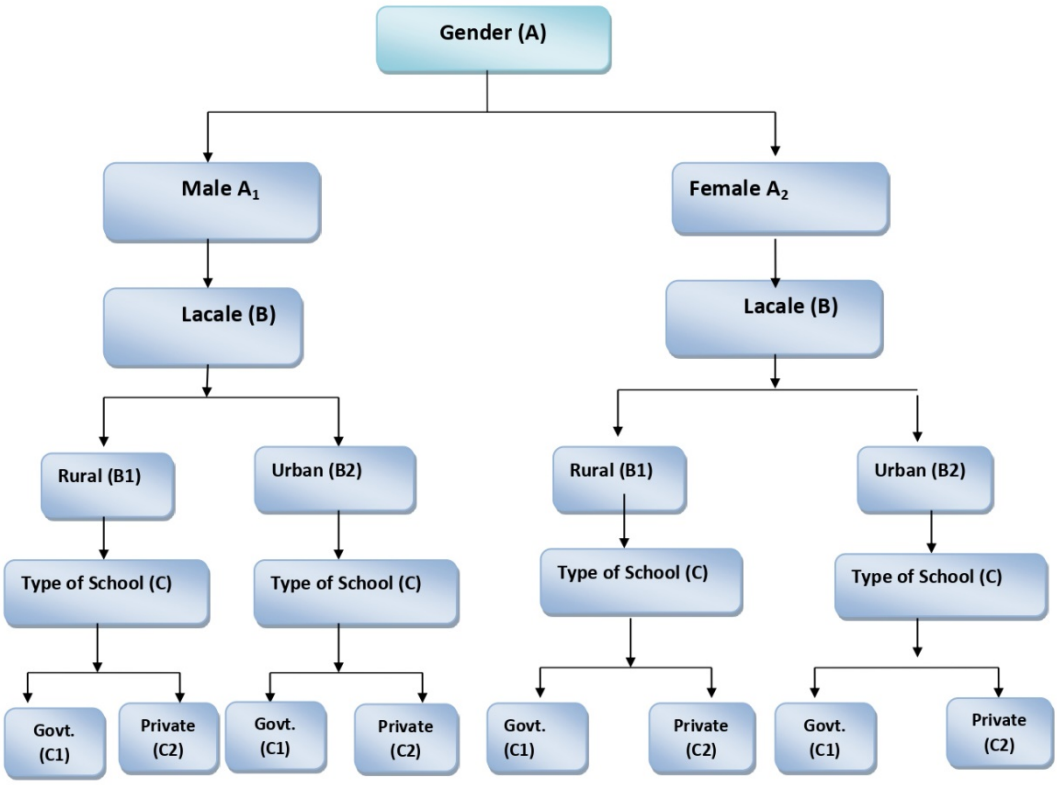
(Score on dependent variable)

(Self-Concept score for eight groups)

Table- 2

Layout of the 2×2×2 Factorial Design

Gender Locale and Type of school



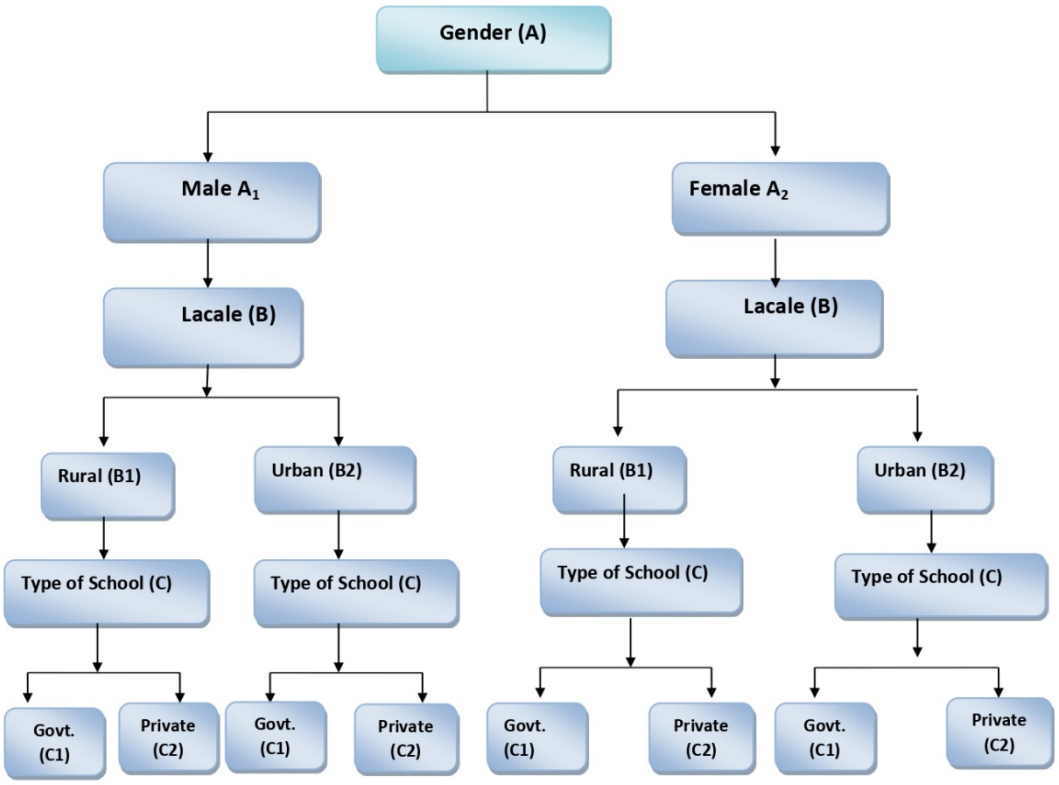
(Score on dependent variable)

(Test Anxiety score for eight groups)

Table- 3

Layout of the 2×2×2 Factorial Design

Gender Locale and Type of school



(Score on dependent variable)

(Academic Achievement score for eight groups)

STATISTICAL ANALYSIS

The following statistical techniques will be used for analysis of the data gathered.

- Mean will be used to describe the average of whole score of sampled data.
- The standard deviationwill be used to measure the variability of scores.
- Pearson's coefficient of correlation will be used to find out the relationship of the variables.
- Analysis of Variance (ANOVA) will be used to test the significances among more than two means.

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